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MONTANA parent resource library CATALOG

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MONTANA UNIVERSITY AFFILIATED PROGRAM
MAIN HALL, UNIVERSITY OF MONTANA
MISSOULA, MONTANA 59812

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First Edition, January, 1980

Parent Resource Library and Catalog

The Parent Resource Library is a free service for parents of handicapped children in Montana. This catalog is a listing of all books and materials available from the library.

- Books are listed according to subject.
- Books are listed in sequence, according to reading difficulty or content level.

Books may be checked out:

- In person from the MUAP (Montana University Affiliated Program) in Main Hall, University of Montana, Missoula, Montana 59812
- By telephone. Dial 1-406-243-5467
- By mail. Fill out book request form, or list books by title and author with your full name and address, and mail to:

  Montana Parent Resource Library
  MUAP - Main Hall
  University of Montana
  Missoula, Montana 59812

- Books are mailed in heavy envelopes with instructions for return mailing at no cost to the person checking out books.
- It is required that the enclosed registration card be filled out before receiving Library services.
- Only three (3) books or materials may be checked out at one time.
- Books may be kept for one month, and then must be returned. Please mail by due date stamped in each book. Information necessary to order personal copies is available upon request.
- An evaluation form is included with each book. Please fill out one for each book and return it with the book. This helps us keep the Library up-to-date and useful to you.

If you have questions, or would like more information, please write or call us at the address or telephone number listed above.

Information necessary to purchase personal copies is available upon request.

Acknowledgements

Many persons are deserving of grateful acknowledgement for their significant contributions to this library.

Dr. Glendon Casto, Dr. Alan Hofmeister, Ms. Debra Tolfa and Ms. Christy Woffinden of the Exceptional Child Center at Utah State University provided support and technical assistance throughout the development and implementation of the project.

Ms. Debra Russell coordinated the efforts of many while getting the project off to a good start.

Ms. Florence Bilecki typed and helped organize this catalog and the other associated library materials.

Special thanks to the many parents and friends who helped us in appreciating the need for a project of this type and who let us know which materials were truly useful and how parents could best access them.

James Pezzino

James Pezzino, January 1980

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Behavior Management

COMMUNICATING WITH CHILDREN

Between Parent and Child by Haim G. Ginott — Catalog No.: BM-0001-61

Comprehensive material on managing and discipling children. Many specific examples of incorrect and correct ways of dealing with a specific problem. Chapters on teaching responsibility and independence, sex and sexual roles, permissiveness and limits, sources of anxiety in children, etc. Examples given on how to communicate your feelings to children and how to respond to theirs.

Content Level: Moderately Easy

Between Parent and Teenager by Haim G. Ginott — Cat. No.: BM-0002-69

Deals with specific problems of teenagers, such as rebellion, establishing values, popularity, dating, sex, driving, drugs, etc. Provides concrete examples of appropriate and inappropriate ways of handling and talking to teenagers. Comprehensive.

Content Level: Moderately Easy

Parent Effectiveness Training by Thomas Gordon — Cat. No.: BM-0003-70

Complete Process of learning how to communicate with children and develop mutual respect. Teaches active listening, "I-messages," and problem solving. Many communities offer courses on this book.

Content Level: Intermediate

How to Talk With Children (and Other People) by Gabriel Della Piana — Cat. No.: BM-0004-73

Calls for reader response to examples of methods of parent-child communication. Lists and discusses eight ways of talking to children: scolding, accepting, questioning, explaining, directing, distracting, and ignoring. Emphasizes importance of finding a method of communicating to fit individual situations and gives specific examples of problem solving.

Content Level: Intermediate

Child Development in the Home by the Department of Health, Education, and Welfare — Cat. No.: BM-0005-74

Brief treatment of fundamentals in child development. Presents guidelines for parents to follow in raising children. Good as a simple introduction to the subject. Covers: developing a healthy self-image, developing a sense of responsibility and helpfulness, developing resourcefulness, developing decision-making skills, rewarding your child, developmental games parents can play with children.

Content Level: Easy

Child Management--A Program for Parents and Teachers by Donald E. P. Smith — Cat. No.: BM-0006-64

Emphasis on consistency--always. Set up rules and enforce them. Book is designed to give the reader a chance to respond frequently. Many specific examples given.

Content Level: Moderately Easy

Discipline Without Tyranny by Loren Grey — Cat. No.: BM-0007-72

Discusses problems parents face with a young child. Use of logical consequences emphasized. Promotes mutual respect. Encourages firmness without dictatorship.

Content Level: Moderately Easy

Living With Children by Gerald R. Patterson and Elizabeth Gullion — Cat. No.: BM-0008-68

Programmed book--situations given and reader fills in appropriate word. Answers at bottom of page. Emphasizes methods other than punishment to change undesirable behavior. For example, social and non-social reinforcers can be used. Describes how parents and children learn from each other.

Content Level: Moderately Easy

A Handicapped Child in the Family: A Guide for Parents by Verda Heisler — Cat. No.: BM-0009-72

Although written about a therapy group made up of parents of cerebral palsied children, it is appropriate for any parent of a handicapped child. Written about the sessions over a period of two years. Shows the changes in attitudes and development of thinking by the parents, who slowly learn to express their resentment, hostility, and real feelings and fears, and learn how to deal with them.

Content Level: Intermediate

Families by Gerald R. Patterson — Cat. No.: BM-0010-71

Book is programmed--reader fills in blanks and can check answer at bottom of page. Discusses methods of controlling behavior. Emphasis on social reinforcers and behavior modification systems. Does not advocate punishment.

Content Level: Intermediate

Parents Are Teachers by Wesley C. Becker — Cat. No.: BM-0011-71

Emphasis on positive reinforcement, both social and tangible. Format consists of units with questions at the end of each to be answered by reader. Specific examples given of appropriate and inappropriate ways to handle children.

Content Level: Intermediate

Children: The Challenge by Rudolf Dreikurs and Vicki Soltz — Cat. No.: BM-0012-64

Many specific examples of parent and child behavior given. Emphasis on consistency and establishing mutual respect. Firmness without being domineering. Avoid lecturing the child. Use of natural and logical consequences.

Content Level: Intermediate

Teaching Our Children by Joel Macht — Cat. No.: BM-0013-75

Provides examples of children's daily behavioral problems with practical suggestions on how to deal with them. Valuable to psychologists, social workers, and therapists as well as undergraduate and graduate students in education, psychology, speech pathology, speech education, and social work. Written in humorous, conversational manner devoid of technical jargon.

Content Level: Intermediate

Behavior Problems by Bruce L. Baker, Alan J. Brightman, Louis J. Heifetz, and Diane M. Murphy — Cat. No.: BM-0014-76

A manual in the series, "Steps to Independence, A Skills Training Series for Children With Special Needs," designed to teach parents skills that will enable them to modify their child's behavior problems. Methods discussed are used throughout the Steps to Independence Series. Other manuals in this series are listed in the Training in Self-Help Skills section of this catalog.

Content Level: Intermediate

Changing Children's Behavior by John D. and Helen B. Krumboltz — Cat. No.: BM-0015-72

Many examples of inappropriate and appropriate behavior given. Emphasis on positive reinforcement, rather than punishment. Tells how to weaken inappropriate behavior. Some information on dealing with fear in children.

Content Level: Intermediate

Training for Independence (TFI): When A Child Misbehaves by Alan M. Hofmeister, PH.D., Charles Atkinson, Ed.D. and Hester Henderson, M.Ed. — Cat. No.: BM-0016-77

This program is written for any adult who wants to learn how to discipline a child. Discusses how to teach appropriate behavior, and how to deal with misbehavior when it occurs.

Content Level: Intermediate

Coping With Child's Misbehavior by Rudolf Dreikurs — Cat. No.: BM-0017-72

Specific problems discussed (bed-wetting, stealing, lying, etc.) and examples given. Most examples are on the problem and the inappropriate behavior. Case studies of children and how parents were told to change behaviors. Readers must infer what they should do.

Content Level: Moderately Difficult

A Parent's Guide to Child Discipline by Rudolf Dreikurs and Loren Grey — Cat. No.: BM-0018-70

Good discipline techniques without punishment. Specific examples given of wrong actions, but not many of appropriate ones or how to correct wrong ones.

Content Level: Moderately Difficult

The Challenge of Child Training, A Parent's Guide by Rudolf Dreikurs — Cat. No.: BM-0019-72

General descriptions of behavior, usually wrong behavior by children and parents. Shows reasons for the development of a family council. Tells parents what to do generally, but doesn't show specifically. Discusses problems parents face from their first experiences with the baby through toilet training, starting school, and puberty.

Content Level: Moderately Difficult

SPECIFIC PROBLEMS

The Siege, The First Eight Years of an Autistic Child by Clara Claiborne Park — Cat. No.: BM-0020-72

A mother's description of her autistic daughter's first eight years. She tells of her experiences trying to communicate with her daughter and teach her basic skills, as well as her efforts to get her to respond to other people. She gives in detail progress made, problems encountered, and solutions found. Her realistic but determined searching for ways to help her daughter should be interesting reading for parents of any handicapped child.

Content Level: Intermediate

The One Parent Family by Anna W. M. Wolf and Lucille Stein — Cat. No.: BM-0021-73

A place to begin reading. Tries to answer questions concerning divorce, death, and desertion, and how to deal with the problems these situations present in bringing up children. Question and answer format.

Content Level: Intermediate

Your Overactive Child: Normal or Not? by Sidney Jacson Adler and Keith C. Terry — Cat. No.: BM-0022-72

Discusses learning disabilities in connection with hyperactivity. Suggestions are practical. Describes the hyperactive child. Emphasis is on diagnosis, and then medication. Explains different medications. Discusses special placement and school problems.

Content Level: Intermediate

The Hyperactive Child: A Handbook for Parents by Paul Wender — Cat. No.: BM-0023-73

Complete discussion on hyperactive children--characteristics, treatment and medication (which drugs are for what). Much of the book is devoted to understanding the hyperactive child.

Content Level: Moderately Difficult

Autistic Children: A Guide for Parents and Professionals by Lorna Wing — Cat. No.: BM-0024-72

Very complete discussion of autism. Behaviors of autistic children described:difficulty in speech and language, visual interpretation, body movement, resistance to change, etc. Discusses possible causes and what can be done for these children. Realistic appraisal of teaching and future goals.

Content Level: Moderately Difficult

Reaching the Austistic Child--A Parent Training Program by Martin A. Kozloff — Cat. No.: BM-0025-73

Written for the professional: of use in developing a home-training program. Describes actual home-training programs for several children. Parents may find some helpful ideas.

Content Level: Difficult

Shopping With Children by B. F. Green; H. B. Clark; and T. Risley — Cat. No.: BM-0233-77

Practical guidelines should be of use to parents. Examples of shopping situations and the problems that can arise. A discussion of frequently asked questions by parents and ways to teach the guidelines are presented in detail. The text provides a common-sense approach to teaching wise and courteous shopping behaviors to children.

Content Level: Intermediate

Books for Brothers and Sisters of Handicapped Persons

<u>One Little Girl</u> by Joan Fassler Cat. No.: BS-0026-69

Because she is somewhat retarded, grown-ups call Laurie a "slow child." But Laurie learns that she is only slow in doing some things. There are other interesting things that she can do quite well.

Content Level: Easy

<u>Friends</u> by Melva Jackson Edrington Cat. No.: BS-0027-78

Written for children of approximately 6 to 13 years of age, who need or want to learn about handicapping conditions. Explores feelings and experiences of children who are blind, hard of hearing, cerebral palsied, emotionally disturbed, severely and moderately retarded, and physically handicapped. Gives exercises to help non-handicapped children experience being handicapped, or at least more aware of what it is like to be handicapped. Good photographs. Excellent book.

Content Level: Moderately Easy

<u>My Brother Steven is Retarded</u> by Harriet Langsam Sobol Cat. No.: BS-0028-77

An eleven-year-old girl talks about the mixed feelings she has for her older, mentally retarded brother. Includes photographs which help illustrate her feelings.

Content Level: Moderately Easy

<u>Like Me</u> by Alan Brightman Cat. No.: BS-0029-76

Lovely book for children 6 to 11 which discusses, in poetic narrative, the fact that we are all different and that some of us are retarded, or slow to learn. Stresses the fact that different isn't bad. Beautiful color photos, appropriate for siblings, for retarded children and for all children.

Content Level: Moderately Easy

Take Wing by Jean Little Cat. No.: BS-0030-68

Fictional story about pre-teen girl and younger brother. Brother is E.M.R. but family just thinks he's a little slow. Sister knows her brother is different, and finally gets the family to arrange for a diagnosis.

Content Level: Moderately Easy

A Different Kind of Sister by Pamela Reynolds Cat. No.: BS-0031-68

Fictional story about a 14-year-old girl and her 18-year-old retarded sister. Sally learns to ride a horse and cope with Debbie (mentally retarded), who also becomes interested in horses. Good for pre-teenagers and young teenagers.

Content Level: Moderately Easy

Don't Take Teddy by Babbis Friis-Baastad Cat. No.: BS-0032-67

Translated from Norwegian. Fictional story about a 13-year-old boy and his 15-year-old retarded brother. The retarded boy throws a rock and hurts another child. The boy runs away with his retarded brother so the latter won't be locked up. Finally both are found. The retarded boy goes to a special school on a daily basis, and everyone is happy. Good for late elementary or junior high age.

Content Level: Moderately Easy

Mine for Keeps by Jean Little Cat. No.: BS-0033-62

Delightful story of a cerebral palsied girl beginning when she is ten just coming home to live with her family to attend public school after five years in a boarding school for children with motor handicaps. Her adjustments to both her family and new friends are difficult, but she succeeds very well and helps a handicapped boy in the process. The story is realistic and yet enjoyable.

Content Level: Moderately Easy

Cerebral Palsy

So Your Child Has Cerebral Palsy by Gil S. Joel — Cat. No.: CP-0034-75

Problems parents of cerebral palsied children face discussed by a cerebral palsied person who counsels handicapped people. Good insight into the needs of the cerebral palsied, and suggestions on how parents can meet those needs.

Content Level: Moderately Easy

Handling the Young Cerebral Palsied Child at Home by Nancie R. Finnie — Cat. No.: CP-0035-68

Excellent book. Very complete and factual. Detailed descriptions of problems with each major type of cerebral palsy, and what to do about it. Emphasis on physical movement--how to hold, pick up, carry, etc. Very specific. Helpful to parents or professionals.

Content Level: Intermediate

"How To's" on Dressing and Feeding by Nancie R. Finnie — Cat. No.: CP-0036-68

Excellent book on specific aspects of how to dress and feed a cerebral palsied child; and how to teach him to dress and feed himself. Drawings to show positions of body, etc. Discusses materials good for clothing and styles of clothing.

Content Level: Intermediate

Speech and Language Training for the Cerebral Palsied Child at Home by Marie Orr Shere — Cat. No.: CP-0037-61

Excellent information for parents. Gives many specific ideas of things to do. Deals with learning how to help child relax, activities related to speech, such as sucking, motivation, toys, speech delay, speech improvement. Many games, activities, and stories given.

Content Level: Intermediate

Cerebral Palsied Children Learn to Help Themselves--Growing Up by Mildred Shriner — Cat. No.: CP-0038-61

Booklet containing good, specific information for parents. Lots of suggestions and ideas on meeting the day-to-day needs of the cerebral palsied child. Emphasis on letting child do as much as possible independently and always encouraging more. Dressing, clothing, washing, toileting, personal appearance are covered.

Content Level: Intermediate

Tomorrow is Today by Elsie D. Helsel — Cat. No.: CP-0039

Good information for parents of older cerebral palsied child. Deals with problems of planning for the future: wills, trusts, living arrangements, work, workshop or other facilities, finances, insurance. List of references to go to for help with a specific problem.

Content Level: Intermediate

Karen by Marie Killilea — Cat. No.: CP-0040-52

The story of a cerebral palsied girl of above average intelligence, written by her mother. A good presentation of problems confronting families of cerebral palsied children, and the difficulties the cerebral palsied child must overcome. Also discusses the origin of the United Cerebral Palsy Organization. Much progress has been made in this area since the book was written, but it still makes very interesting and inspiring reading.

Content Level: Intermediate

Cerebral Palsy: My Baby is Slow by Mary Alderman — Cat. No.: CP-0041-72

Description of many signs and symptoms of cerebral palsy to watch for in an infant. Drawings of some of these symptoms of muscular control and coordination. Suggestions for professionals in dealing with parents, but parents can get good information from it.

Content Level: Moderately Difficult

Chronically Ill

If Your Child Has A Congenital Heart Defect by the American Heart Association — Cat. No.: CI-0042-70

Information given on many types of heart defects. Drawings of defects, descriptions of the problems, and what can be done for them. Information on heart surgery, hospitalization, what to expect, and what to tell the child. Discussion of convalescence and recuperation. Booklet gives factual information without going into great detail on various heart defects.

Content Level: Intermediate

Seizures, Epilepsy, and Your Child by Jorge C. Lagos — Cat. No.: CI-0043-74

Very complete discussion of epilepsy, describing types, treatments, emotional and behavioral problems. Question and answer format is easy to read, and covers each aspect thoroughly.

Content Level: Intermediate

Epilepsy Information by the Epilepsy Foundation — Cat. No.: CI-0044-74

Six pamphlets on epilepsy to be checked out as a unit. Limited information.

Content Level: Intermediate

Asthma--How to Live With It by Ruth Carson — Cat. No.: CI-0045-69

Information on what asthma is and the various known causes of it. Procedures given for testing for causes: skin test, breathing test, drug test, and talking (history and background). Advice on different climates, air pollution, controlling the environment at home. Discussion of treatments: removing allergen or avoidance of it, innoculations. Exercise encouraged. Describes research being done.

Content Level: Intermediate

Developing Learning at Home

ACTIVITIES FOR INFANTS AND BABIES

Ways to Help Babies Grow and Learn: Activities for Infant Stimulation by Leslie Segner and Charlotte Patterson — Cat. No.: DLH-0046-70

Suggestions for stimulating infant or baby. Format: lots of pictures of mothers with babies and ideas or activities given. Not complete curriculum, but some good ideas.

Content Level: Easy

Stimulation Activities Guide for Children From Birth to 5 Years by Marily Krajicek, Carolyn Turner, Paul Barnes, and William Borthick — Cat. No.: DLH-0047-73

Easy format consisting of listing of activity and stimulation or toy used by ages of baby. Limited number of activities, but they are good ones. Good place for parents to begin.

Content Level: Moderately Easy

Baby Learning Through Baby Play by Ira J. Gordon — Cat. No.: DLH-0048-73

A selection of games and activities for parents to share with their babies. Many are already familiar to parents, but some ideas may be helpful.

Content Level: Intermediate

The Baby Exercise Book (For The First Fifteen Months) by Janine Levy — Cat. No.: DLH-0049-73

Book of exercises for babies. Delightful pictures of parent and baby doing exercise. Exercises are described, and directions given for each. Exercise areas: back and abdominal movements for baby from birth to 3 months, 3-6 months, 9-15 months.

Content Level: Intermediate

Teach Your Baby by Genevieve Painter — Cat. No.: DLH-0050-71

Designed for infants and young children, from birth to three years. Many detailed stimulation activities for infants. Activities arranged by monthly age of child. Many drawings and specific directions. Excellent for new parents.

Content Level: Moderately Difficult

LEARNING ACTIVITIES FOR CHILDREN

Fun in the Making by the Department of Health, Education and Welfare — Cat. No.: DLH-0051-73

Ideas for making children's toys and games from articles ordinarily discarded, and odds and ends found in every household. Clear instructions for simple, easy-to-do projects for children and parents to work on together.

Content Level: Easy

M. W. Sullivan Stories by M. W. Sullivan — Cat. No.: DLH-0052-71 to DLH-0111-71

A sequential series of 60 books(63 pages each) beginning with three-letter word stories at approximately first grade reading level (books 1, 1a, 1b) through higher grades of reading (books 20, 20a, 20b). Stories include cartoon-style illustrations. Stories encourage reading for enjoyment and can be used to supplement any kind of reading program. Sample of books include: The Spy in the Sky - 1; Bad Luck Sam - 3; Gems of the Rising Star - 15b; A World in Outer Space - 17a; and Herman The Horned Toad - 19. A complete listing of titles will be provided upon request.

CAMS Curriculum and Monitoring System — Cat. No.: DLH-0112-77 to DLH-0117-77
Glendon Casto, ed.

CAMS has developed as an early intervention program for the young handicapped (developmental ages 0-5). The curriculum provides a means of home-based instruction that can be used by parents. The program includes a manual with a description of the entire program and five sequenced curriculum programs with precise teaching instructions and a record-keeping system. Components of CAMS are ordered individually.

CAMS Curriculum & Monitoring System Training Manual	DLH-0112-77
CAMS Motor Program by Adrienne Peterson Karen Sedjo	DLH-0113-77
CAMS Self-Help Program by Karen Sedjo and Richard Baer	DLH-0114-77
CAMS Receptive Language Program by Jana Jones	DLH-0115-77
CAMS Expressive Language Program by Vonda Douglas and Richard Baer	DLH-0116-77
CAMS Social-Emotional Program by Helen Casto and Victoria Hoagland	DLH-0117-77

Learning Through Play by Jean Marzollo and Janice Lloyd — Cat. No.: DLH-0118-72

Book is entirely made up of various activities. Directions and purpose for each activity given. Lots of drawings-attractive and easy to follow format. Activities divided into these areas: five senses, language development, prereading, understanding relationships, creativity, self-esteem, physical growth, sorting and classifying, counting and measuring, problem solving, exploring. Book geared for preschoolers. Excellent material for parents.

Content Level: Moderately Easy

Home Activities for Pre-School Children by Dorothy C. Adkins, et al. Cat. No.: DLH-0119-71

Twenty-five (25) games to stimulate learning and emotional growth in pre-school children. Format for each game includes objective, materials needed, construction and procedure. Designed to be used by parents in the home. Also excellent for Head-Start programs, nursery schools, etc.

Content Level: Moderately Easy

Your Child's Intellect--A Guide to Home-Based Preschool Education by T. H. Bell Cat. No.: DLH-0120-73

Very motivating format. Lots of pictures. Instructions and directions arranged for easy reading. Program designed for pre-schoolers from birth to 5 years. Sequenced activities to stimulate and motivate a child.

Content Level: Intermediate

Child Learning Through Child Play: Learning Activities for 2 and 3 Year Olds by Ira Gordon, et al. Cat. No.: DLH-0121-72

Learning activities for 2 and 3 year olds--could go up to 5 year olds. Specific instructions for ideas and things to do. Limited number of activities. Some drawings.

Content Level: Intermediate

What To Do When "There's Nothing To Do" by Members of the Staff of the Boston Children's Medical Center and Elizabeth Gregg Cat. No.: DLH-0122-68

A book of ideas for parents. Suggestions for children from birth through 5 years. Activities arranged by age levels. Format easy to follow. Many drawings. Children's books and records listed in back. Most activities take little or no preparation.

Content Level: Intermediate

Every Child Can Learn Something! by Margo Thornley — Cat. No.: DLH-0123-73

For handicapped--mainly mentally retarded children. Discusses problems parents and teachers face. Structured vs. non-structured programs. Though there are chapters on the young retarded adult and vocational training, major emphasis seems to be on the retarded child, reinforcement, stimulation activities. Curriculum for preacademic, academic, social studies, and vocation. Easy format to read.

Content Level: Intermediate

The Parent's Manual--Supplemental Activities for Homebound Children With Severely Handicapping Conditions by Marin A. Hayott and Paul A. Stellino (Eds.) — Cat. No.: DLH-0124-75

Activities to help teach a severely handicapped child self-help skills and concept development. Directions are clear and specific. Subjects included are: washing hands, eating with a spoon, drinking from a glass, brushing teeth, matching objects, identifying groups, sizes, colors, and counting.

Content Level: Intermediate

Home Stimulation for the Young Developmentally Disabled Child by Media Resource Center, Massachusetts Department of Mental Health — Cat. No.: DLH-0125-73

Excellent format and illustrations. Gives specific instructions for stimulating young disabled children's senses, reflexes, speech, etc. Designed to be used by parents in the home.

Content Level: Intermediate

A Manual for Parents and Teachers of Severely and Moderately Retarded Children by Lawrence A. Larsen and William A. Bricker — Cat. No.: DLH-0126-68

A curriculum of activities, including pretest and posttest. Format of the manual makes it difficult to read. Reasoning and purpose for doing things are explained. Detailed rationale for operant conditioning and reinforcement.

Content Level: Intermediate

Exploring Materials With Your Young Child With Special Needs by Media Resource Center, Massachusetts Department of Mental Health — Cat. No.: DLH-0127-74

Easy to follow format with excellent illustrations. Gives specific suggestions for materials and methods to encourage play with young children who are developmentally disabled. Designed for parents to work with children in the home.

Content Level: Intermediate

Education and Care of Moderately and Severely Handicapped Children by Gerald D. Alpern and Thomas J. Boll — Cat. No.: DLH-0128-71

Many specific ideas and suggestions to follow in teaching severely mentally retarded children. Half of book is a curriculum of activities. Activities tell age level of task, aims and purposes, and description of activity. Written for teachers, but also very appropriate for parents.

Content Level: Moderately Difficult

ACTIVITIES TO DEVELOP BASIC CONCEPTS

Give Your Child A Superior Mind by Siegfried Engelmann and Therese Engelmann — Cat. No.: DLH-0129-66

Discusses geniuses, how they got to be that way, the importance of environment, theories on child development and learning. Gives methods and activities for different preschoolers. What to cover in which age groups. Outlines preschool curriculum. Academic work stressed for 4-5 year olds.

Content Level: Moderately Difficult

ACTIVITIES TO DEVELOP HEALTHY EATING HABITS

Recipes For Fun and
More Recipes For Fun by Ann Cole,
Carolyn Hass, Elizabeth Heiler, and
Betty Weinberger

Cat. No.: DLH-0130-73
Cat. No.: DLH-0131-72

Two separate books: Recipes for Fun, and More Recipes for Fun. Each book contains ideas for activities and creative projects to involve children in learning experiences. Activities utilize "saved" household materials. Books should be checked out individually. Please indicate title of book desired when sending in request.

Content Level: Easy

Feed Me I'm Yours by Vicki Lansky

Cat. No.: DLH-0132-78

Baby food made easy; delicious, nutritious and fun things you can cook up for your kids. Suggested reading for Pediatric Nurses, prospective mothers, new mothers, Pediatricians and everyone else interested in children.

Content Level: Moderately Easy

Fun Foods For Fat Folks by Kitty R. Coffey
and Margaret Anne Terrell

Cat. No.: DLH-0133-73

Gives nutrition facts and an explanation of what causes obesity. Book includes a weight reduction diet guide, specific caloric level diet patterns and menu plans. Includes many recipes for interesting, appetizing low calorie foods including beverages, soups, salads, vegetables, main dishes and desserts.

Content Level: Intermediate

Feeding the Sick Child by Mike Sherman

Cat. No.: DLH-0134-78

Written mainly for parents of children with cancer, but would also be helpful for children with any long-term illness. Gives information on children's food needs, eating schedules, problem eaters, how to make food more interesting and fun as well as nutritious. Also includes recipes.

Content Level: Intermediate

The Taming of the C.A.N.D.Y. Monster — Cat. No.: DLH-0135-78
by Vicki Lansky

Gives tips on better nutrition, practical feeding ideas, tips on getting best nutritional buys at supermarket. Includes recipes (approx. 200) which give alternatives to "junk-food" snacks. Informative and fun to read.

Content Level: Moderate Easy

Hearing Impaired

HEARING IMPAIRED CHILDREN

Chats With Johnny's Parents by Audrey Simmons-Martin — Cat. No.: HI-0136-75

Describes how to help child learn to talk by talking to him, letting him see your face, amplifying sound, responding to child's attempts at speech--all presented very clearly and completely. Also discusses other aspects of child's development and personality. Instructions are clear. Useful section on care of hearing aid.

Content Level: Moderately Easy

Watch My Words by Jean Rich Angus — Cat. No.: HI-0137-74

A personal account of a mother's struggle to raise two deaf children to independent adulthood.

Content Level: Intermediate

Play It By Ear by Edgar L. Lowell and Marguerite Stoner — Cat. No.: HI-0138-60

Written for deaf and hard-of-hearing, but very appropriate for any parent or professional. Contains specific activities divided into general topics of sounds, music, voice, distance, and direction. Individual activities include purpose, materials needed, how to play, and variations to maintain interest. Excellent ideas and activities.

Content Level: Intermediate

Hearing-Impaired Preschool Child: A Book for Parents by Jean E. Semple — Cat. No.: HI-0139-70

Discusses many problems of having a hearing-impaired child, such as discipline, communication, toilet training, attitudes and guilt of parents and community. What hearing aids can and can't do, how to care for them, language and speech development. Gives development of the normal child from 6 months to 5 years. Twelve lessons for parents to do at home on a daily basis.

Content Level: Moderately Difficult

SIGNED ENGLISH

Signing Exact English by Gerilee Gustason, Donna Pfetzing, and Ester Zawolkow — Cat. No.: HI-0140-75

Alphabetical listing of frequently used words illustrated with a picture and description of the proper sign.

Content Level: Moderately Easy

Basic Pre-School Signed English by Harry Bornstein, et al (Eds). — Cat. No.: HI-0141-73

Alphabetical listing of words used by pre-schoolers illustrated with a picture and description of the proper sign.

Content Level: Moderately Easy

Story Books in Signed English by Harry Bornstein, et al (Eds). — Cat. No.: HI-0142-73

Pictures and signs help parent tell story to deaf child. Books should be checked out individually. Please indicate title of each book requested.

Titles:
- Hansel and Gretel
- Spring is Green
- Questions and More Questions
- Mealtime at the Zoo
- Night/Day--A Book of Opposites
- Baby's Animal Book
- We're Going to the Doctor
- Goldilocks and the Three Bears
- Songs in Signed English
- I want to be a Farmer
- Nursery Rhymes from Mother Goose
- Happy Birthday Carol
- The Night Before Christmas

DEAF BLIND CHILDREN--SEE "VISUALLY IMPAIRED"

Learning Difficulties

Listening, Language, and Learning Disabilities: A Guide for Parents by John F. Murphy — Cat. No.: LD-0143-70

Excellent book for parents to begin with. Simple format. Very descriptive of behaviors of learning disabled child. Emphasis on positive approach, and what can be done. Offers a lot of suggestions in listening and language, and steps involved in each for child. Eye contact necessary for good listening with learning disabled child. Very specific information.

Content Level: Moderately Easy

Learning Disability by Maraget Golick — Cat. No.: LD-0144-69

Booklet containing general information. Good description of learning difficulties for parents and teachers. Good suggestions for teachers. Downplays medical aspects and emphasizes what can be done with the child.

Content Level: Intermediate

They Too Can Succeed by Doreen Kronick — Cat. No.: LD-0145-69

Covers a wide range of problems. Very comprehensive and understandable. Gives definition of learning disability (L.D.). Answers questions from parents. Practical orientation. Good specific suggestions for parents.

Content Level: Intermediate

The Parent As Teacher--Guide for Parents of Children With Learning Difficulties by D. H. Stott — Cat. No.: LD-0146-72

Excellent book. Plays down psychological tests. Says you can't really tell what a child can and can't do until you work with him. Very encouraging for parent to try working with child. Excellent specific suggestions and techniques. Deals with specific problems that the child may have.

Content Level: Intermediate

Square Pegs, Round Holes by Harold B. Levy Cat. No.: LD-0147-73

Written by a doctor. Emphasis on symptoms and characteristics--good descriptions given. Problems parents face in trying to find out what's wrong with child discussed. Very empathetic. Medication for children often effective. Necessity of good educational program stressed.

Content Level: Intermediate

Home is a Learning Place, A Parent's Guide to Learning Disabilities by Helen Ginandes Weiss, and Martin S. Weiss Cat. No.: LD-0148-76

Gives insights into dealing with learning-disabled youngsters and practical day-to-day solutions to the attendant problems. Part II describes activities that can be done in the home to help develop essential skills many learning-disabled children miss.

Content Level: Intermediate

Preventing Failure in the Primary Grades by Siegfried Engelmann Cat. No.: LD-0149-69

Written for teachers, but could be used by parents. Very complete book going into reasons for failure and then how to prevent or remediate. Many specific instructions on how to teach many concepts.

Content Level: Difficult

Mentally Retarded

THE RETARDED ADULT

The Retarded Adult at Home by Elias Katz Cat. No.: MR-0150-70

Excellent book that deals with problems of concern to parents, such as vocational training, sex and how to handle it, family relations, living arrangements. Good formal: lots of case studies, comments from parents of the mentally retarded. Appendix of other books, films, etc.

Content Level: Intermediate

DOWN'S SYNDROME

Jon O. A Special Boy by Elaine Ominsky Cat. No.: MR-0151-77

Photographs and text describe the life of a young boy with Down's Syndrome who has adjusted to being a very special child.

Content Level: Easy

David by Nancy Roberts and Bruce Roberts Cat. No.: MR-0152-74

The first four years in the life of a Down's Syndrome boy as documented by his parents. The text by his mother and the photographs by his father tell the story of the development of a happy, sensitive, "different," child, and the problems and feelings of his parents during those early years.

Content Level: Moderately Easy

The World of Nigel Hunt: The Diary of a Mongoloid Youth by Nigel Hunt Cat. No.: MR-0153-67

Written by a Down's Syndrome boy about his experiences on summer vacation trips, his mother's death, and his life in general. Introduction by Nigel's father about Nigel's development, learning, attitudes, etc.

The Child With Down's Syndrome by David W. Smith and Ann Asper Wilson — Cat. No.: MR-0154-73

Lots of pictures of Down's children from birth through adulthood. Very pleasing format. Cause of Down's syndrome discussed in detail with drawings of genes, chromosomes, etc. Characteristics of Down's Syndrome shown through pcitures. Emphasis on the problems of the family of a Down's Syndrome child and their adjustment. Personal experiences and comments from parents.

Content Level: Intermediate

Down Syndrome: Growing and Learning by Siegfried M. Pueschel, Claire D. Canning, Ann Murphy, and Elizabeth Zausmer — Cat. No.: MR-0155-78

Gives emphasis to physical, social, mental and emotional development for the child with Down's Syndrome, giving particular emphasis to early intervention. Discusses history, cause, characteristics, developmental expectations, developmental stimulation, school, resources, training and independent living for Down Syndrome child. Very empathetically written, good for parents and professionals. Has several pictures of children.

Content Level: Intermediate

Teaching Your Down's Syndrome Infant: A Guide for Parents by Marci J. Hanson — Cat. No.: MR-0156-77

This is a manual designed to be used by parents of Down's Syndrome infants or by professional people working with parents in the teaching of those between the ages of birth to 2 years. The teaching programs are concerned with motor skills, communication skills and social and self-help skills.

Content Level: Intermediate

ASPECTS OF RETARDATION

A Look at Mental Retardation by Rebecca Anders — Cat. No.: MR-0157-76

Short, simple book which describes people who are mentally handicapped. Contains many pictures by a professional photographer. Is directed toward school-age children to help change their misconceptions regarding retarded children in public schools. Emphasizes their feelings and abilities.

Content Level: Easy

A Cup of Kindness by Louise Whitbeck Fraser — Cat. No.: MR-0158-73

Aimed at understanding emotional, physical, social, and learning needs of a mentally retarded child. Suggestions given for home training in feeding, toileting, clothing, and grooming, as well as physical, social, and emotional development. List of references for parents and list of books for children.

Content Level: Moderately Easy

Heartaches and Handicaps, An Irreverent Survival Manual for Parents by Gail K. Stigen — Cat. No.: MR-0159-76

A mother's-eye view of the world of the handicapped. While not underestimating the heartaches of raising a handicapped child, she nevertheless finds considerable humor in the situations that result. It is dedicated to all parents who have had to deal with district psychologists, educators, social workers, agency directors, special education teachers, pediatricians, professionals, uninformed neighbors, relatives, in-laws, funding sources, big words, learning theories, meetings, committees, sorrow, rage, frustration, humiliation, each other, and themselves.

Content Level: Moderately Easy

New Directions for Parents of Persons Who Are Retarded by Robert Perske — Cat. No.: MR-0160-73

Broad coverage of areas of special interest to parents of retarded children, such as feelings and resentments of parents, what it does to the family, how society views it, realistic approach to sexual development, vocational training, and normalization. Simple and pleasing format.

Content Level: Intermediate

You and Your Retarded Child by Samuel A. Kirk, Merle B. Karnes, and Winifred Kirk — Cat. No.: MR-0161-68

Excellent listing of expected behaviors at specified age levels for normal children with instructions given parents on how to figure out the degree of their child's retardation. Written for parents in lay terms--not technical. Good suggestions for parents to help teach their child self-help skills, talking, behavior control.

Content Level: Intermediate

How You Can Help Your Retarded Child — Cat. No.: MR-0162-67
by Edward French and Clifford J. Scott

Sophisticated book covering a wide range of problems of concern to parents. Contains practical suggestions of what parents can do at home. Covers how parents learn of retardation and their feelings about it; what is I.Q., social maturity, and emotional development; and what's being done and can be done. Case studies provide interesting examples of problems.

Content Level: Intermediate

The Retarded Child From Birth to Five — Cat. No.: MR-0163-72
by Marvin H. Hunter, Helen Schucman, and George Friedlander

Discussion of the importance of early diagnosis, and what it can mean to the family. Cases of individuals and how they accept their child's retardation. Discusses diagnostic process and types of testing on child, family treatment programs, home training programs that teach parent to teach child, and family counselling. Lots of case studies given for each area.

Content Level: Moderately Difficult

Training Retarded Babies and Pre-Schoolers — Cat. No. MR-0164-73
by Thomas Linde and Thusnelda Kopp

Good coverage of how to chart and change awareness, perception, motor and self-help skills--some helpful ideas on beginning language. Specific instructions for activities. Format easy to follow.

Content Level: Moderately Difficult

Physically Handicapped

BOOKS ON MANY HANDICAPS

Help for the Handicapped Child by Florence Weiner — Cat. No.: PH-0165-73

Excellent book on many different handicaps. Each handicap discussed contains information on description of condition, treatment, prognosis, medical progress and future goals, types of services available and sometimes where. Vocabulary of terms for each handicap given. Good as a reference. Several chapters on state and local services, organizations, and social security.

Content Level: Moderately Difficult

Is My Baby All Right by Virginia Apgar and Joan Beck — Cat. No.: PH-0166-72

Degins with specific information on fetal development, genetics and heredity, how and when birth defects may begin, preventing birth defects, pregnancy and delivery. Rest of the book discusses many different types of handicaps. Useful for couples who want children, expectant mothers, or parents who want to find out more about a handicap. Very complete.

Content Level: Moderately Difficult

GENERAL INFORMATION

On Being the Parent...Of a Handicapped Child by Benjamin Spock — Cat. No.: PH-0167-61

Spock gives brief examples of parent and child well-being and how positive attitudes toward child help. Emphasis on child being treated normally with responsibilities, etc. Frequent counseling should be made available to parents. Booklet is general.

Content Level: Intermediate

ASSISTIVE METHODS, DEVICES, AND EQUIPMENT

Wheelchair Selection: More Than Choosing a Chair With Wheels by Beverly Fahland, R.N. with assistance of Beth C. Grendahl — Cat. No.: PH-0168-67

Book describes types of wheelchairs available. Doctor's prescription for chairs shown. Modifications of chairs and special features. Some specifications given for adding to chairs. Necessity of ramps and other special, related equipment. Little information on where to order the equipment.

Content Level: Intermediate

Assistive Devices for the Handicapped by Charlot Rosenberg — Cat. No.: PH-0169-68

Description and pictures of many types of assistive devices and teaching aids. Specific directions provided on how to make devices. Very worthwhile for parent or teacher.

Content Level: Moderately Difficult

Aids to Independent Living by Edward Lowman and Judith Lannefeld Klinger — Cat. No.: PH-0170-69

Extremely complete book on a wide variety of equipment to help physically handicapped persons. Book is divided into general subject areas such as basic tasks, furniture, ambulation, etc. Where equipment can be purchased is stated by each item. Costs are not given. Specific directions for making the equipment not given.

Content Level: Moderately Difficult

Recreation

Toy Book (Self-Help Toys to Make for Handicapped Children) by Alpha Chi Omega — Cat. No.: REC-0171-67

Shows teaching aids that can be made. Plans included for each one with specifics on size and shape. Parent would need to be handy and have a workshop to make most of the things.

Content Level: Intermediate

Music Activities for Retarded Children by David R. Ginglend and Winifred E. Stiles — Cat. No.: REC-0172-65

Many good songs to teach child such things as body parts, counting, listening, etc. Parents need some knowledge of reading music and piano. Book appropriate for mildly retarded, L.D. How to teach songs not included, just songs. Rhythm band and dancing sections.

Content Level: Intermediate

Play Activities for the Retarded Child by Bernice Wells Carlson and David R. Ginglend — Cat. No.: REC-0173-61

Book covers many activities divided into five major areas: mental health, social, physical, language and intellectual. Activities in order of difficulty in each area. Begins with defining the need to play. Activities in these areas: informal and imaginative play, follow the leader and choral speaking, table work and games, learning handicraft skills, handicraft for special reasons, music and other games.

Content Level: Intermediate

Physical Activities for the Mentally Retarded by A.A.H.P.E.R. — Cat. No.: REC-0174-68

Excellent for parents or professionals. Begins with basic movement patterns, fundamental motor skills, initial perceptual development, development of self-awareness, body concept and self image. Activities of low organization in which patterns, movement and skills developed at the first level are applied to increasingly complex situations. Adapted and lead-up activities in which patterns, movements, and skills are used for the express purpose of preparing the individual for participation in specific sports, games, and higher organized activities. Many games and activities with purposes and directions listed.

Content Level: Intermediate

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

Recreation for Retarded Teenagers and Young Adults by Bernice Wells Carlson and David R. Ginglend

Cat. No.: REC-0175-68

Variety of activities for older M.R. person with emphasis on social and community activities. Topic areas: understanding the maturing retardate and his social needs, group activities, special interests and family-centered activities. Gives parents or professionals ideas on organizing a program.

Content Level: Intermediate

Residential Care

Handbook for Residential Service Committees by N.A.R.C. Cat. No.: RC-0176-72

Written for parents or professionals. Shows process necessary for developing new residential facilities. Deliniates the major function of the committee chairman, the committee, setting policies, implementing the policies. Emphasis on providing a variety of decentralized services.

Content Level: Difficult

Services and Directories

Seeing The IEP Through The Eyes of A Parent by McNair and Smith — Cat. No.: SD-0177

No Description Available At This Time

Procedural Safeguards: What, When and Why by McNair and Smith — Cat. No.: SD-0178

No Description Available At This Time

Reaching Out To Parents of Newly Diagnosed Retarded Children by Jeff Bassin and Diane Drovette Kreeb — Cat. No.: SD-0179-78

A guide to developing a parent-to-parent intervention program to aid parents of newborn and newly diagnosed retarded children in learning about mental retardation and supportive services. Booklet discusses the need for such organizations, how to get them started, recruiting and training volunteers and the parent-to-parent relationship process. Includes sample letters, forms, and brochure.

Content Level: Intermediate

Let Our Children Go-An Organizing Manual for Advocates and Parents by Douglas Biklen — Cat. No.: SD-0180-74

A guide for improving or changing the educational opportunities of handicapped children through personal and organizational action. Some specific instructions and guidelines to follow. Could be very helpful in stimulating assessment of existing situations and promoting action by parents.

Content Level: Intermediate

Establishing Community Based Homes for Developmentally Disabled Adults by Dorothy Philbrick — Cat. No.: SD-0181-74

Booklet directed toward individuals or groups. Describes process necessary for establishing a group home. Areas covered include developing a policy, assessing needs, getting the funds, finding a house, staff, publicity and so on. Gives good, concise information on procedures to follow-what to do and how to do it.

Content Level: Intermediate

PLANNING FOR YOUR CHILD'S FUTURE

How to Provide for Their Future by N.A.R.C. — Cat. No.: SD-0182-63

Booklet containing information for parents on how to plan for their child's future financially. Brief information on establishing a legal guardian before parent's death, wills and trusts, life insurance, government benefits. Gives parents an idea of where to begin and why it's necessary.

Content Level: Intermediate

LEGAL PROCEDURES FOR THE HANDICAPPED

A Primer on Due Process by Alan Abeson Nancy Bolick and Jayne Hass — Cat. No.: SD-0183-75

Outlines the educational rights of handicapped children giving steps and procedures to follow in securing proper evaluation and placement. Discusses parents rights to information involving their child, legal processes open to parents and advocates of the handicapped. Good background material on educational law and the handicapped.

Content Level: Moderately Difficult

Sex Education

BACKGROUND INFORMATION FOR PARENTS

How to Tell Your Child About Sex by James L. Hymes, Jr. — Cat. No.: SE-0184-49

Booklet on how to answer children's questions about sex and talk to them about it openly. Would be good for parent just beginning to think about it or for new parent.

Content Level: Intermediate

How to Talk With Children About Sex by Learning Technology, Inc. — Cat. No.: SE-0185-73

Programmed text on male and female reproductive system, intercourse, pregnancy and birth, birth control and V.D. Small part about talking about sex to preschool children and preadolescents. Very factual. A lot of information given. Format: Questions with possible answers. Correct answer below. Would have to cover up correct answer.

Content Level: Intermediate

Love, Sex and Birth Control for the Mentally Retarded by Winifred Kempton, Medora Bass and Gordon Sol — Cat. No.: SE-0186-71

Booklet with facts on reproduction. Accepts fact that M.R.'s are sexual beings also. Discusses masterbation, dating and possible marriage. Methods of birth control discussed. Emphasis on guiding retarded child in appropriate sexual behavior, but not complete denial that such behavior may happen. Open and liberal booklet--fairly general, but some specific information.

Content Level: Intermediate

Sex Education of the Mentally Retarded Child in the Home by Evalyn S. Gendel — Cat. No.: SE-0187-72

General comments on child's sexual development, possible problems with community acceptance, how to rear child in appropriate sex attitudes. Booklet with limited information.

Content Level: Intermediate

Sexual Rights for the People...Who Happen To Be Handicapped by Sol Gordon — Cat. No.: SE-0188-74

Pamphlet outlining problems of sex and handicapped people in the community and in institutions. Solutions are suggested. Many of the ideas expressed are controversial.

Content Level: Moderately Difficult

INFORMATION FOR YOUNG CHILDREN

The Wonderful Story of How You Were Born by Sidonie Matsner Gruenberg — Cat. No.: SE-0189-70

Story book about where babies come from. Beautiful illustrations - very soft. Can be read to a young child. Some factual information on male and female reproduction.

Content Level: Moderately Easy

How Life Begins: The Exciting Story of Human and Animal Birth by Jules Power — Cat. No.: SE-0190-65

Good book for elementary school aged children. It could be read to them explaining pictures for young children, or older children could read it alone. Lots about animal reproduction. Excellent pictures. Drawings of human babies and fetal development. Shows how baby grows and develops in mother and birth process. Little information on reproductive systems and how they work. Some genetic information on heredity - why you're you.

Content Level: Moderately Easy

Speech and Language

TEACHING YOUR CHILD TO TALK

Give Him the Word by Marion D. Bowles — Cat. No.: SL-0191-72

Simple book with cartoon format. Many drawings to show ideas. Gives parents many specific suggestions for speech stimulation. Shows normal speech development.

Content Level: Easy

Helping the Child to Listen and Talk — Cat. No.: SL-0192-66
by Joan M. Sayre

Gives parents many specific ideas on what they can do to help their child talk. Things not to do are explained. Easy format with cartoon drawings. What to do when parent suspects a hearing problem. How to handle problem in school--child should sit at the front, etc. Suggestions for teachers. Excellent booklet.

Content Level: Moderately Easy

Getting Your Baby Ready to Talk — Cat. No.: SL-0193-68
by John Tracy Clinic

Curriculum for use at home and by parents. Lessons are sequenced. Many activities and ideas for parents to do. Lessons are color-coded throughout.

Content Level: Moderately Easy

Home Activities for Language Development — Cat. No.: SL-0194-74
by S. Wayne Butler

Excellent and easy to follow book which gives parents many specific ideas and activities to do with child at home. Activities cover picture reading, learning names of things in child's environment, listening games, correcting child's speech, speech stimulation activities, making noises, body part identification, etc.

Content Level: Intermediate

MENTAL RETARDATION

Helping the Trainable Mentally Retarded Child Develop Speech and Language by Michael Gordon, David Ryan, and Tamar Shilo — Cat. No.: SL-0195-72

Excellent book for parents or professionals. Good format--easy to follow--separates activities. Many specific activities listed which cover all areas of speech and language. Basic vocabulary for daily living--family, environment, objects in home. etc. Mouth exercises to prepare for speech or improve it.

Content Level: Intermediate

Your Developmentally Retarded Child Can Communicate by Julia S. Molloy and Arlene Matkin — Cat. No.: SL-0196-75

A guide for parents and teachers in speech, language, and nonverbal communication. Progresses from basic principles of speech and other means of communication to specific steps to follow in working with children. Quite a bit of reading required to get the information, but ideas are good.

Content Level: Intermediate

Speech and Language Development by Butler — Cat. No.: SL-0197

No Description Available At This Time

Training in Self-Help Skills

TOILET TRAINING

Toilet Training the Handicapped Child — Cat. No.: TSH-0198-75
by H. D. Bud Fredericks, Victor Baldwin, D. N. Grove, and W. G. Moore

A complete program for toilet training the retarded child in the home, based on behavior modification procedures. Examples of charting reinforcing, and discussions of problems that may be encountered.

Content Level: Intermediate

Toilet Training in Less Than a Day — Cat. No.: TSH-0199-74
By Nathan H. Azrin and Richard M. Foxx

Written for normal children. Very effective procedures--use a doll that wets as an example, place potty chair in kitchen, lots of liquids and treats. Much praise used. Punishment--child must clean up puddle, touch his wet pants several times, practice lowering and raising pants. Excellent method, if child can handle it.

Content Level: Moderately Difficult

FEEDING AND DRESSING

The Cooking Kit by Junior League of Spartanbur, South Carolina — Cat. No.: TSH-0200-77

Excellent use as an aid to instruction in fundamentals of cooking, selection of recipies and meal planning. The illustrations are very dear. May be used at home or in a classroom. Included is a color coded set of measuring cups and spoons. Written at second grade reading level.

Content Level: Easy

Feeding the Child with a Handicap
by Public Health Service

Cat. No.: TSH-0201-67

Gradually go from softer to more solid foods. Methods for teaching sucking and chewing. Information on encouraging independent feeding, even if messy. Finger feeding and finger foods, differently shaped spoons, overweight and underweight are some of the subjects discussed. Very informative though general.

Content Level: Intermediate

Eating With a Spoon: How to Teach Your Multihandicapped Child by Mary Bowman, Abigail B. Calkin and Patrick A. Grant

Cat. No.: TSH-0202-75

Very specific instructions to help parents teach their handicapped child eating skills: opening mouth, swallowing, chewing, picking up utensil, lifting food to mouth, etc. Helps for blind and multihandicapped. Includes photographs and charts. Excellent coverage of this problem.

Content Level: Intermediate

Training for Independenct (TFI): A Program for Teaching Independent Dressing Skills
by Alan M. Hofmeister, Ph.D. and
Janette Hofmeister, M. Ed.

Cat. No.: TSH-0203-77

This program provides specific and practical instructions for teaching the learner to put on and take off pants, underpants, pajama pants, T-shirts, pullover shirts, sweaters, jackets, front-buttoning shirts, and cardigans.

Content Level: Intermediate

Training for Independence (TFI); A Program For Teaching the Independent Use of Zippers, Buttons, Shoes, and Socks, By Alan M. Hofmeister, Ph.D. and Michael Gallery, M.S.

Cat. No.: TSH-0204-77

The purpose of this program is to provide you with specific and practical instructions for teaching the learner to zip and unzip has jackets, button and unbutton his shirt, put on and take off his shoes and socks, and tie and untie his shoes.

Content Level: Intermediate

GENERAL SELF-HELP TRAINING

Help Them Grow! by Jane Blumenfeld, Pearl F. Thompson and Beverly S. Vogel — Cat. No.: TSH-0205-71

Pictoral book giving reasons for teaching the mentally retarded child independence and self-help skills. Suggestions for parents. Many areas covered: family-living, self-help, social skills, communication skills, sensory and motor skills. Gives good, basic help.

Content Level: Easy

Beginning With the Handicapped by Verna Hart — Cat. No.: TSH-0206-74

Aimed at helping parents teach basic self-help skills. Gives specific ways to teach each task (toileting, grooming, eating, dressing, hygiene, etc.). Each task is sequenced in small steps and examples of charts to help parents keep track of progress are shown. Tasks for motor, perceptual, and conceptual development are also given, as well as a chapter on communication. Instructions are easy to follow.

Content Level: Intermediate

Isn't It Time He Outgrew This? Or a Training Program for Parents of Retarded Children by Victor Baldwin and H. D. Bud Fredericks — Cat. No.: TSH-0207-73

Excellent book for parents of retarded children. Many specific directions on teaching children basic self-help skills like dressing, toileting, feeding, personal hygiene. Talking, simple academics, specific motor skills discussed. Teaches parents first what behavior is, how to look at specific behaviors, how to break behaviors down into very small steps and then teaching the behavior. Most physical behaviors are easiest taught from the last step, working forward. Importance of the correct cue in establishing habit of behavior. Emphasis on reinforcement as a method of increasing appropriate behavior.

Content Level: Intermediate

Early Self-Help Skills by Bruce L. Baker, Alan J. Brightman, Louis J. Heifetz, and Diane M. Murphy — Cat. No.: TSH-0208-76

A manual in the series "Steps to Independence, a Skills Training Series for Children with Special Needs," designed to help parents use time spent with their child effectively. Describes general principles of teaching parents can adapt to their own style and situation and also presents step-by-step skill-teaching programs to match the child's ability level. Uses an easy to follow format, emphasizing self-help readiness skills; basic motor skills; motor activities; eating; dressing and grooming.

Content Level: Intermediate

Intermediate Self-Help Skills, by Bruce L. Baker, Alan J. Brightman, Louis J. Heifetz and Diane M. Murphy — Cat. No.: TSH-0209-76

A manual in the series "Steps to Independence, A Skills Training Series for Children with Special Needs," designed to help parents use time spent with their child effectively. Describes general principles of teaching parents can adapt to their own style and situation and also presents step-by-step skill-teaching programs to match the child's ability level. Uses an easy to follow format emphasizing dressing, eating, grooming and housekeeping skills.

Content Level: Intermediate

Advanced Self-Help Skills by Bruce L. Baker Alan J. Brightman, Louis J. Heifetz and Diane M. Murphy — Cat. No.: TSH-0210-76

A manual in the series "Steps to Independence, A Skills Training Series for Children with Special Needs," designed to help parents use time spent with their child effectively. Describes general principles of teaching parents can adapt to their own style and situation and also presents step-by-step skill-teaching programs to match the child's ability level. Uses an easy to follow format emphasizing dressing, eating, grooming and housekeeping skills.

Content Level: Intermediate

Training for Independence (TFI): A Program for Teaching the Counting of Objects, by Alan M. Hofmeister, Ph.D.

Cat. No.: TSH-0211-77

This program teaches the child to coordinate the verbal statements and the motor movements necessary to count objects accurately from one to ten.

Content Level: Intermediate

Training for Independence (TFI): A Program for Teaching the Identification of Coins by Alan M. Hofmeister, Ph.D., and Michael Gallery, M.S.

Cat. No.: TSH-0212-77

This program provides you with specific and practical instructions for teaching the learner to name and identify coins.

Content Level: Intermediate

Training for Independence (TFI): A Program for Teaching the Recognition of Functional Words by Alan M. Hofmeister, Ph.D., and Michael Gallery, M.S.

Cat. No.: TSH-0213-77

This program provides instructions for teaching the learner to recognize functional words (i.e., Off, On, Stop, Go, Bus, Walk, etc.).

Content Level: Intermediate

Training for Independence (TFI): A Program for Teaching the Retention of Important Oral Phrases and Numbers, by Alan M. Hofmeister, Ph.D., and Michael Gallery, M.S.

Cat. No.: TSH-0214-77

This program provides instructions for teaching the learner to say his name, address, city, state, phone number, and names of significant others (aunt, uncle, etc.). Also teaches common social responses (i.e., answering the telephone, etc.).

Content Level: Intermediate

Training for Independence (TFI): A Program for Teaching the Understanding of Functional Words and Phrases by Alan M. Hofmeister, Ph.D. and Janette Hofmeister, M. Ed.

Cat. No.: TSH-0215-77

This program provides specific instructions in the teaching of simple spoken directions.

Content Level: Intermediate

Visually Impaired

ASPECTS OF BLINDNESS

Get A Wiggle On by Sherry Raynor and Richard Drouillard — Cat. No.: VI-0216-75

Suggestions and activities to help parents work with their blind or visually handicapped babies. Presented in a simple, readable format accompanied by illustrations. Basic introductory information for new parents.

Content Level: Easy

Is Your Child Blind? by American Foundation for the Blind — Cat. No.: VI-0217-75

Pamphlet giving brief overview of childhood blindness with some suggestions to help parents give the special care and guidance the blind child needs.

Content Level: Moderately Easy

Blind Pre-School by Billie M. Taylor — Cat. No.: VI-0218-74

Compilation of various articles that the author felt would be helpful to parents of pre-school blind children. Some articles are general in nature, others give specific activities or information on blindness.

Content Level: Intermediate

Living With Blindness by Irving R. Dickman — Cat. No.: VI-0219-75

Pamphlet containing general discussion of blindness in all age groups. Covers some causes of blindness, available services and assistance, rehabilitation, vocational possibilities and how to help the blind.

Content Level: Intermediate

Our Blind Children by Berthold Lowenfeld Cat. No.: VI-0220-71

Comprehensive coverage of information for parents of blind children progressing from the child's birth to adolescence. General discussions of many problems of the blind. Solid reading. No illustrations or specific activities. Section included on the blind-multihandicapped child.

Content Level: Moderately Difficult

ACTIVITIES FOR VISUALLY IMPAIRED CHILDREN

Creative Arts and Crafts for Children with Visual Handicaps by Kim C. Sykes, Gail Watson and Ray Menze Cat. No.: VI-0221-74

Written as a resource guide for teachers of the visually impaired, but should be useful to parents wanting ideas for arts and crafts activities that may be used at home. Lists materials or equipment needed for each activitiy as well as an outline of the procedure to follow in teaching it.

Content Level: Intermediate

Preschool Learning Activities for the Visually Impaired Child by Illinois Office of Education Cat. No.: VI-0222-75

Games and activities to develop skills and abilities of the preschool blind child. Skills are divided into categories and games and activities are suggested for 3 year olds, 4 year olds, and 5 year olds in separated columns. Format is interesting and easy to follow. Services listed are for Illinois residents only.

Content Level: Intermediate

Daily Living Skills (A Manual for Educating Visually Impaired Students) by Gail Lieberman, Editor Cat. No.: VI-0223-75

Comprehensive coverage of living skills in the areas of recreation and sports, housekeeping and gardening, self-care and hygiene, social and communication. Each skill is listed with objective to be achieved, appropriate age, description of activity, noting limitations and adaptations for the visually impaired person and materials needed.

Content Level: Moderately Difficult

RETARDED VISUALLY IMPAIRED

Teaching the Retarded Visually Handicapped: Indeed They Are Children by Donna L. Bluhm — Cat. No.: VI-0224-68

Emphasis is on training in self-help and academic skills for the retarded visually handicapped. Specific activities are recommended and good descriptions are provided. Ideas can be adapted for children who are not visually handicapped.

Content Level: Moderately Difficult

DEAF-BLIND

A Handbook for Parents of Deaf-Blind Children by Jeanne Esche and Carol Griffin — Cat No.: VI-0225

Basic book outlining procedures parents can follow to help deaf-blind babies develop. Each section is summarized in a specific rule to emphasize an important point for parents to remember.

Content Level: Moderately Easy

Infant Stimulation--A Pamphlet for Parents of Multiply Handicapped Children by Sandra Hoffman — Cat. No.: VI-0226-73

Activities designed to help parents' work in developing their deaf-blind babies' skills in areas such as gross-motor, visual, auditory, social-communication, etc. Activities described are simple to comprehend and implement.

Content Level: Moderately Easy

Correspondence Learning Program for Parents of Preschool Deaf-Blind Children by John Tracy Clinic — Cat. No.: VI-0227-73

A complete curriculum for parents of preschool deaf-blind children. Teaches "signing" throughout. Emphasizes communication with child. Twelve detailed lessons to follow--general activities, as well as very specific activities, in each lesson. Lessons each take some time to do. Many appropriate activities for any child.

Content Level: Intermediate

Speech Beginnings for the Deaf-Blind Child Cat. No.: VI-0228
by Nan Robbins

D9

Booklet that answers many questions asked by parents. Easy format. Deals with everyday occurrences and how one might teach them, such as feeding themselfs, toileting, dressing, washing. Child should be taught as much independence as possible. Brief discussion on how to teach speech, vibration method.

Content Level: Intermediate

Vocational Planning

How to Get A Job by William A. Fraenkel — Cat. No.: VP-0229-72

Booklet written for handicapped person who wants to get a job. Procedure: choose appropriate work, look in want ads, prepare for interview, ability to get to and from job, talking to boss, promptness. Good place to begin for the handicapped person out of school. Basic information.

Content Level: Easy

About Jobs and Mentally Retarded People by N.A.R.C. — Cat. No.: VP-0230-72

For parents or others. Booklet contains general information on jobs: job hunting, employers, etc. Employers listed who give jobs to retardates. Appendix of agencies in each state who help the retarded find jobs.

Content Level: Intermediate

These, Too, Must Be Equal by President's Committee on Mental Retardation — Cat. No.: VP-0231-69

Directed toward parents and community leaders. Specifies what types of action programs should be initiated for equal rights of retarded in job market. Areas covered: employment, independent and sheltered living, education and training.

Content Level: Moderately Difficult

Guidelines for State and Local Vocational Rehabilitation and Employment Committees by N.A.R.C. — Cat. No.: VP-0232

Directed toward parent groups or other community action groups who want to improve the training of M.R.'s for jobs and make more jobs available. Guidelines to follow.

Content Level: Moderately Difficult

HV1731 Pezzino, James (Project
P469 Montana Parent Resource
Library Catalog.

DATE DUE

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P469 Montana Parent Resource
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DATE	ISSUED TO

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